

1875 Report

Superintendent of Public Instruction:

Complete report begins on page 79.

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REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

OFFICE SUPERINTENDENT OF PUBLIC INSTRUCTION,
TALLAHASSEE, FLA., December 31, 1876.

To His Excellency M. L. Stearns, Governor of Florida:

SIR:—In accordance with law I have the honor to herewith submit a report of the condition and progress of Public Schools for 1875 and 1876, together with an account of the founding of the Agricultural College.

Respectfully, your obedient servant,

W. WATKIN HICKS,
Superintendent of Public Instruction.

I entered upon the discharge of the duties of my office upon the adjournment of the Legislature, on or about March 1, 1875. My first duty was to become acquainted with the method of the department, and ascertain the actual condition of things in the various counties.

Little data was found in the Superintendent's office, and the first quarter passed before anything like a correct record of school officers from all the counties was obtained. Many county boards lacked two and three members, and in some of the counties entire re-organization had to be established.

FAILURE TO REPORT.

Since the organization of our common school system one serious difficulty has been to engage the right men in the work. Superintendents and Boards as to many counties, either from lack of intelligence or zeal, have failed to report to this department as required by law, and no amount of correspondence seems equal to the task of provoking them to this necessary good work.

Inadequate compensation, as to a few instances, may sufficiently account for unthorough work extending over a vast area of country, but there can be no good reason offered why the labor, so far as it proceeds, should not be minutely reported. The remedy for this lamentable defect may be found in the in-

stant removal of negligent officers, or in making compensation payable only upon satisfactory performance of service. The county board has authority to fix the salary of the Superintendent, and the Superintendent in turn can prescribe sufficient exercise for the board as its agent and secretary, which two influences should reciprocally operate to the advantage of the cause of popular education. At any rate, if the labor expended by the guardians of this great interest in some counties bears a fair proportion to the reports thereof on file in this office, then it must be feared that we are undertaking to reap where we have not sown.

OPPOSITION TO THE SCHOOL SYSTEM.

It cannot be denied that the powerful opposition which confronted the common school system upon its introduction in the State still confronts it, losing none of its bitterness, but with gradually waning power.

The growth of the system, its adaptableness, its inspiring breath upon ignorant masses, its revelations and its rewards, as everywhere seen and felt, moving onward with cumulative, aggressive force, bearing universal benediction, is rapidly absorbing opposing elements and converting public distrust and loathing into welcome and praise.

On trial no longer, free education for the masses indicates its mission and its right in the unspeakably improved condition of those who are its beneficiaries. The complaint of "high taxes" as to schools is heard now in only the mouth of the enemy of his race and the impecunious burden upon his country. The best citizens of the State now send their children to the public school, thus hailing as a precious boon what was once considered a hateful importation.

Whatever discount the future may have in store for this sign of progress, the past history of the common school system in this State is one of continuous pages of recorded blessing without a mixture of evil. Ample proof of this is at hand from every part of the State, notwithstanding much chronic opposition, and it is fair to affirm that the enviable position which Florida maintains in respect of all progress, is largely due to the widespread benefits of the schools.

PROGRESS OF THE PEOPLE OF COLOR IN EDUCATION.

Part of the opposition to which I have referred was, and is, in the form of prejudice against the education of the negro race. This prejudice affects the ability of the negro to receive education to any serviceable extent and his right to receive it at all. It were folly to disguise the fact that this predjudice is strong and liable to increase.

Old errors disappear slowly. Errors entering fixedly into the

public social economy seldom give way without the utter breaking up of the systems which they mar.

As to the prejudice against the negro's right to education, it is enough to say that it is un-American, and has stamped upon it the reprobation of civilization, the interdiction of the Constitution and the curse of God. It need not be analyzed here.

As to the prejudice against the negro's ability to receive serviceable education, the question is proper to consider, since this form of opposition to the common school system is more popular and potent.

The cold, abstract discussion of the negro's capability or intellectual capacity, while affording intellectual pastime, may not be here invoked. Plain, unvarnished, unquestionable facts upon the surface of our times will more thoroughly serve the cause we espouse.

The ability to appreciate argues capacity to receive, and it must be said that the negro, since the day of his citizenship, has shown large appreciation of the need, the uses and the blessings of education.

Intuitively he grasps the truth that his freedom springs from enlightened sentiment in mankind, as in the devotion of his heart he realizes that in the Divine Will he was never a slave. So, intuitively also, does he realize that to bear the burdens of citizenship, enjoy the highest blessings of freedom, perform with certainty and pleasure the duties reaching out to him in the moral and social world in which he is always and forever more a responsible being, he must become educated. He does not, perhaps, have a large view of education, but he has a saving knowledge of its need, and this knowledge, at the outset of his career and in his possession as he stands on the threshold of the school, argues a very considerable capacity to receive that education which shall fully equip him for service in the sphere of his allotment.

He knows that it is now his business to climb, and he fully comprehends that education is the ladder.

Within the school, he gives prejudice trouble. His advancement in the ordinary curriculum of the common branches is as sure and as rapid as that of his more favored white brother.

The alphabet puzzles but allures him; the speller burdens his tongue with notes of melody, while his mind begins to grow fierce with hunger for the blessed fruits of reading.

As to higher branches, such as arithmetic and writing, a comparison of grades in our white and colored schools will show that the colored youth is very little, if at all behind the white youth in the same grade, while in many instances the result is competitively in his favor.

The subject of *industrial drawing* is more and more engaging

the minds of educators as a proper study in the public schools. In this department, the imitative faculties and memory are necessarily cultivated and fully engaged. These faculties in the negro are greatest and develop more rapidly than others, and in this department, where the opportunity and the task are given, the negro excels. This branch of study has not developed generally in our schools, but its importance cannot be over-estimated, and will, doubtless, obtain a permanent place in our public school system. To the negro such study would be above all others attractive.

"People have to be prepared for industrial rather than contemplative lives; and the great division of labor which is now the rule in almost every occupation makes it necessary for each of us to know some one thing very well indeed.

If we consider how large a proportion of occupations depend upon habits of accuracy and powers of observation, we shall see from this standpoint that all education tending to develop these characteristics will be most valuable in practical life, whether the individual be directly employed in constructive industry or not. In the formation of these habits no other agencies are more influential than the seeing eye and the cunning hand used in concert, the one in perception, the other in expression, both being indicative of the mental ability to perceive the truth. At the same time that the exercise of the senses of sight and touch reflects mental perception, it not unfrequently creates the power to perceive." * * * * *

"Allowing that drawing may be as remotely connected with a man's daily occupation as half the subjects he studied at school, that it is only a species of mental or manual gymnastics, yet the training he gets while learning to draw would make him a more reliable witness in the witness-box, more faithful in testimony and clearer in his evidence than if he knew nothing of form, or had learned but superficially through his eyes, without his right hand having taught him the terrible things we all ought to know. There is, therefore, an educational as well as a commercial aspect of this question of industrial drawing, and it is difficult to realize which is the more important."—[*Address of Professor Walter Smith, Art Director of the State of Massachusetts, before the National Educational Association, January 28, 1875.*]

I have taken these few important sentences from an interesting address by Professor Smith, because they present, in brief, an important field in which the most successful laborers and gleaners will be those whose imitative faculties are large and apt by nature, and susceptible of rapid and wonderful development by common school culture, and because the negro is well endowed by nature with these noble faculties.

It is a common remark that the negro progresses well enough.

up to a certain point in intellectual studies; that point is placed just where the curriculum of the common school touches the threshold of the academy. If it were conceded that beyond the given limits the negro progresses with painful tardiness, the same must be said of every other; while the degree of education supposed to lie within the prescribed limits, and for which he has capacity (according to these philosophers), is thought to be adequate for most practical purposes, and is, at least, abreast of, if it does not establish, the average of human progress in learning. Of the negro's capacity up to that point, no one acquainted with our schools will raise a question, and I cheerfully and emphatically assert, that in this State, upon competitive examination, opportunities and privileges being equal, the children of the colored citizen will not fall one whit behind those of the white, while in those studies in which the imitative faculties take precedence they stand well in front.

The question as to the serviceableness of this education remains. It must be confessed that the novelty of the possession in this case enhances the difficulty of properly employing it. But this is not confined to race or color.

Doors opening to great usefulness will, in time, respond to the knock of the black hand as to that of the white, and the times are on us when the question of admission will not turn upon race, but upon fitness and qualification in the industrial and commercial world.

The material and independent uses of education are not arbitrary matters; they are things of growth in the struggling world, but the reflex influence and serviceableness of education, the self use and consciousness which it reveals and unfolds, may be, after all, its noblest service. In this thought the negro appears to infinite advantage, after all admissible discount, as the ward of the common school. He is coming into a knowledge of himself. His first service is in and for himself. The path of progress opens before him; the method of the future greets him; his unbound faculties seize the helping hands of opportunity, and, as he reads (thanks to the school) the history of other races and peoples, a self-respecting ambition starts him in the peaceful and self-rewarding struggle to rise. Rise he must and will if he holds fast the purpose—this first great revelation—which, by means of even a humble education, he is enabled to form.

I do not mean to suggest or to imply that since the establishment of the common school in this State the colored race has made *satisfactory* progress. I fear not. Influences outside of the school—and particularly political influences, begetting ~~as~~ all absorbing political ambition, have somewhat weakened the attractions and claims of education, and partially obscured and overshadowed it. Of this matter I need not here particularly

enlarge. What I may safely claim, in spite of the discounting facts referred to, is *very commendable progress*, to an examination of which all men are invited.

SCHOOL POPULATION.

According to the census of 1873, there were 74,828 persons residing within the State between the ages of *four and twenty-one* years.

The census taken under the direction of this department this year has not been tabulated and cannot be in time for this report, inasmuch as the returns from all the counties have not come to hand. It is believed that this census will show a very large increase in school population and afford valuable information under other heads.

The recapitulation table of totals will show :

The number of youth between the ages of four and twenty-one years.

The number of males between the ages of four and twenty-one years.

The number of females between the ages of four and twenty-one.

The number of colored youth between the ages of four and twenty-one.

The grades of proficiency in education.

The number who cannot read.

The number of blind.

The number of deaf mutes.

The number of orphans.

The number of half-orphans.

THE COMMON SCHOOL FUND.

In the report of Hon. S. B. McLin, Acting Superintendent of Public Instruction for the school year ending September 30th, 1874, the following exhibit of the School Fund was submitted:

STATEMENT of Bonds belonging to the School Fund in the hands of the State Treasurer and Treasurer of the State Board of Education:

<i>Denomination.</i>	<i>Amount.</i>	<i>When Due.</i>
Fifty 7 per cent. Florida Bonds.....	\$50,000.00	1st Jan., 1887.
One 7 per cent. Florida Bond.....	29,747.63	1st Jan., 1889.
Thirty-seven 7 per cent. Florida Bonds.....	3,700.00	1st Jan., 1883.
Ten 8 per cent. Florida Bonds.....	5,000.00	1st July, 1881.
One 6 per cent. Florida Bond.....	1,000.00	1st April, 1866.
One 6 per cent. Florida Bond.....	5,000.00	9th June, 1866.
One 6 per cent. Florida Bond.....	505.00	10th May, 1866.
One 8 per cent. Florida Bond.....	99,500.00	1st Jan., 1883.
Seventy-eight 7 per cent. Florida Bonds.....	7,800.00	.....
Two 6 per cent. Florida Bonds.....	2,000.00	.....
Nine 7 per cent. Florida Railroad Bonds.....	1,000.00	1st M'ch, 1891.

NOTE.—The interest on these bonds is payable semi-annually.

*One 8 per cent. Putnam County Bond. Balance due, \$3,500.
 One 8 per cent. Marion County Bond. Balance due, \$21,73.
 One 8 per cent. Gadsden County Bond. Balance due, \$8,000.

**STATEMENT of Bonds belonging to the Seminary Fund in the possession
 of the Treasurer of the State Board of Public Instruction:**

<i>Denomination.</i>	<i>Amount.</i>	<i>When Due.</i>
Seven 7 per cent. Florida Bonds.....	\$7,000.00	1st Jan., 1887.
Two 8 per cent. Florida Bonds.....	1,000.00	1st Jan., 1861.
One 8 per cent. Florida Bond.....	60,000.00	1st Jan., 1863.
One 6 per cent. Florida Bond.....	2,300.00	10th June, 1866.
Ninety-two 7 per cent. Florida Bonds.....	9,200.00	.....
Two 7 per cent. Florida Railroad Bonds.....	1,000.00	.....

The interest accruing from these bonds, and which is annually apportioned to the several counties according to law, amounted, in 1873 and 1874, to \$15,039.30. Of this amount but \$545.28 was payable in United States currency, while the balance, namely, \$14,494.02, was issued in Comptroller's warrants upon the Treasury, which probably realized no more than 50 per cent. in currency. In your Excellency's last message you referred to this matter in the following terms: "The above item of sundry bonds (School Fund) for \$190,752.63 consists of various Florida bonds of different amounts, different rates of interest, falling due at different times, and some past due, with no provision made by the State for payment or reinvesting them. Some of these bonds are printed, and others in manuscript—mere slips of paper. This is not only inconvenient but unbusiness-like. In view of these facts I recommend the consolidation of these 'sundry bonds' into one bond, bearing 6 per cent. interest, and that the Governor be authorized to execute such bond, and the Board of Education to receive the same in lieu of the bonds for which it shall be substituted, and that said bonds be by them cancelled and destroyed."

In accordance with your Excellency's recommendation, the Legislature, at its last session, passed an act entitled an act to convert certain School and Seminary bonds into bonds authorized to be issued under the act of February 21, A. D. 1873, and was approved by your Excellency February 24, 1875. It is as follows:

WHEREAS, As a part of the assets of the School Fund are certain bonds of the State of Florida of a date prior to the year A. D. 1871, to the amount of one hundred and ninety thousand seven hundred and fifty-two dollars and sixty-three cents, and of the Seminary Funds certain bonds of the State of Florida of a date prior to the year A. D. 1871, to the amount of seventy-

*In controversy. Balance claimed as due by both State and county.

one thousand two hundred and ninety-two dollars and forty-five cents;

The people of the State of Florida, represented in Senate and Assembly, do enact as follows: SECTION 1. That the Comptroller of the State of Florida is hereby authorized and directed to exchange for the said one hundred and ninety thousand seven hundred and fifty-two dollars and sixty-three cents of bonds belonging to the school fund, bonds bearing interest payable in gold issued under the act of February the 21st, 1873, amounting to one hundred and ninety thousand eight hundred dollars, bearing interest from the first day of July, A. D. 1874; and also to exchange for the said seventy-one thousand two hundred and ninety-two dollars and forty-five cents, bonds belonging to the Seminary Fund, bonds bearing interest payable in gold, issued under the act of February 21, 1873, amounting to seventy-one thousand three hundred dollars, bearing interest from the first day of July, A. D. 1874.

SEC. 2. *Be it further enacted,* That when the Comptroller is ready to effect the said exchange as is provided in the first section, the Treasurer of the Board of Education is hereby authorized and directed, in lieu of the said bonds of February 21, 1873, delivered to the Treasurer of the Board of Education, to deliver to the Comptroller of the State of Florida the said bonds described in the preamble to this act.

SEC. 3. *Be it further enacted,* That when the said bonds required by the second section of this act to be exchanged for the bonds issued under the act of February 21, 1873, are delivered by the Treasurer of Board of Education to the Comptroller of Public Accounts, they shall be canceled and destroyed by the Comptroller under the direction of the Board of Education, and that the Comptroller shall so report to the Governor of the State of Florida in his next annual report. Approved February 24, 1875.

The first apportionment under this law was made immediately after the consolidation, being the semi-annual interest due January 1, 1875, and payable in gold, and amounting, in U. S. currency, to \$7,283.08. The apportionment was as follows:

APPORTIONMENT.

Whole number of school population as per census of 1873, 74,828; amount per capita, 9 7-10 per cent.; amount apportioned, \$7,161.63; leaving balance in Treasury of \$121.45.

<i>Counties.</i>	No. of Children.	Total Amount.
1—Alachua.....	4,500	\$ 436.50
2—Baker.....	854	56.64
3—Bradford.....	1,395	136.31
4—Brevard.....	83	8.05
5—Calhoun.....	493	47.82
6—Clay.....	542	53.57
7—Columbia.....	3,300	220.10
8—Dade	50	4.85
9—Duval.....	5,662	549.21
10—Escambia.....	4,802	465.79
11—Franklin.....	502	48.69
12—Gadsden.....	3,880	376.36
13—Hamilton.....	1,373	133.18
14—Hernando.....	1,020	98.94
15—Hillsborough.....	1,357	131.63
16—Holmes.....	688	66.73
17—Jackson.....	3,000	291.00
18—Jefferson.....	5,127	497.31
19—Lafayette.....	800	77.60
20—Leon.....	7,028	681.71
21—Levy.....	703	68.19
22—Liberty	380	36.86
23—Madison	5,276	511.17
24—Manatee	800	77.60
25—Marion	5,080	492.76
26—Monroe	3,170	210.49
27—Nassau.....	1,767	171.40
28—Orange.....	876	84.97
29—Polk	720	71.24
30—Putnam.....	1,459	141.52
31—Santa Rosa.....	1,827	177.22
32—St. Johns.....	986	94.64
33—Sumter.....	1,263	122.51
34—Suwannee.....	1,458	142.42
35—Taylor	522	50.63
36—Volusia	421	40.83
37—Wakulla.....	800	77.60
38—Walton.....	1,114	108.05
39—Washington	1,030	98.94
Total	74,828	\$7,161.63

The following exhibit by Treasurer Foster, in his report of December 31, 1875, shows the increase in the principal of the School Fund, from sales of school lands, and the character of its investment, the interest arising from which amounted to \$14,154.45, and which was apportioned January 1, 1876:

Statement of bonds belonging to the School Fund in the hands of the State Treasurer, and Treasurer of the State Board of Education, December 31, 1875:

SCHOOL FUND.

C. H. FOSTER, Treasurer, in account with school Fund—

	DR.
To balance on hand per last report.....	\$3,569 09
To amount received from sales of land.....	5,015 79
To amount received from fines.....	672 90
To amount received from the sales of land sold under act to acquire tax title.....	471 81
To amount received on account of trespass.....	275 00
Total.....	<u>\$10,004 59</u>

CR.

By amount of (scrip) invested in \$4,200, State Bonds of 1873	4,438 00
By amount (scrip) invested in \$1,900, State Bonds of 1871..	2,166 68
By warrants cancelled (expense).....	198 00
Balance December 31, 1875	<u>3,201 91</u>

Total	\$10,004 59
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Chas. H. Foster, Treasurer, in account with School Funds (bonded principal.)

DR.

To amount Bonds on hand as per last report	\$213,252 63
To 6 per cent. State Bonds received from Comptroller in exchange for old bonds (see Chap. 2,057, laws).....	190,800 00
To State Bonds of 1873, purchased in the year 1875.....	4,200 00
To State Bonds of 1871, purchased in the year 1875.....	1,900 00

Total	\$410,152 63
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CR.

By amount Bonds turned over to Comptroller and cancelled, in exchange for State Bonds of 1873 (see Chap. 2,057, laws).....	190,752 63
By balance, Bonds on hand, December 31, 1875	<u>219,400 00</u>

Total	\$410,152 63
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SEMINARY FUND.

C. H. Fester, Treasurer, in account with Seminary Fund—

DR.

To balance on hand December 31, 1874.....	\$243 84
To amount received from sales of land.....	265 19
Total	<u>\$509 03</u>

	CR.
By warrant cancelled (expense).....	\$50 00
By balance December 31, 1875.....	459 03
 Total.....	 \$509 03
Amount of bonded principal per last report	\$83,492 45
Gain in exchange of old Bonds for Bonds of 1873 (see Chap. 2,057, laws).....	7 55
 Bonds on hand December 31, 1875.....	 \$83,500 00

APPORTIONMENT.

Amount of interest on School Fund in the hands of the Treasurer of the Board of Education January 1, 1876, \$14,154.45; whole number of children in the State of school age, as per census of 1873, 74,828; per capita apportionment, 18.9.

Alachua	\$ 850.50	Liberty	\$ 71.83
Baker.....	110.88	Madison	997.16
Bradford.....	263.65	Manatee	151.20
Brevard.....	15.68	Marion	960.12
Calhoun	73.17	Monroe	410.13
Clay.....	102.43	Nassau.....	333.96
Columbia.....	623.70	Orange.....	165.56
Dade	9.45	Polk	136.08
Duval.....	1,070.11	Putnam	275.75
Escambia	907.57	Santa Rosa.....	345.30
Franklin.....	94.87	St. Johns.....	186.35
Gadsden	733.32	Sumter.....	238.70
Hamilton.....	259.49	Suwannee	275.56
Hernando.....	192.78	Taylor	97.65
Hillsborough.....	256.47	Volusia	79.56
Holmes	130.03	Wakulla	151.20
Jackson.....	567.00	Walton	210.54
Jefferson	969.00	Washington	192.78
Lafayette	151.20	 Total.....	 \$14,121.37
Leon	1,328.29		
Levy	132.86		
 Balance in Treasury.....			 \$33.08

Increase in permanent Fund as per statement of Treasurer December 31, 1876.

C. H. FOSTER in account with School Fund—

	DR.
To balance on hand per last report.....	\$ 3,201.91
To amount received from sales of land.....	4,265.84
To amount received from fines.....	1,527.45
To amount from sales of land sold under act to acquire tax title	2,117.77
From trespass	134.96
 Total.....	 \$11,247.93

CR.

By amount of scrip exchanged at Comptroller's office for State Bonds of 1873 at par.....	\$ 7,800.00
By amount of United States currency invested in 2,700 State Bonds 1873.....	2,430.00
By purchase of safe and expenses of same.....	458.60
By expenses.....	427.88
By balance December 31, 1876.....	131.45
Total	\$11,247.93

SCHOOL FUND—BONDED PRINCIPAL.

DR.

To amount on hand per last report.....	\$219,400.00
To State Bonds of 1873 received from Comptroller in exchange for 7,800 Greenback Scrip.....	7,800.00
To State Bonds of 1873 purchased in 1876 with United States currency	2,700.00
Total	\$229,900.00

CR.

By Bonds on hand December 31, 1876.....	\$229,900.00
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[See Treasurer's Report.]

The interest available for apportionment January 1, 1877, will be—

The first duty of my successor will be to apportion that interest.*

It will be seen by this somewhat particular statement, that the School Fund has steadily increased, and that it must, with the same judicious management, year by year.

THE PEABODY FUND.

For the past two years little has been received from this truly great benevolence. Dr. B. Sears, General Agent, gave, last year, assurance of much needed help, and only failed to realize our mutual hopes by sheer inability after all pledges already made were redeemed.

For the school year now current, the sum of \$6,000 has been promised, and will be distributed as follows; (provided, the schools named shall be found, at the close of the term, to have met the established requirements of the Board of Trustees and General Agent):

* Since writing the above, I have made the apportionment for 1877, on same basis of last year's apportionment.—Superintendent.

Jacksonville (Duval and Stanton Schools).....	\$1,500
Tallahassee.....	1,200
St. Augustine.....	1,000
Key West	1,000
Tampa	300
Moticello	400
Ocala.....	300
Pensacola.....	300
Total.....	\$6,000

UNIFORMITY OF TEXT-BOOKS.

In the report of my immediate predecessor, Hon. S. B. McLin, the question of uniformity of text-books was briefly and ably discussed, and certain important recommendations made, which have had due weight in shaping and inaugurating the plan which has been adopted by this department, and urged upon the county boards.

Mr. McLin's statement of difficulties and treatment of the subject is so pertinent and just, that I deem it proper to reproduce it here, especially since, while agreeing with him as to the facts deplored, the department has taken a different view of the method of meeting the demand, and has adopted a plan, which it is believed, will cure the evil, and to which the State Board of Education, of which Mr. McLin is a member, gives hearty concurrence. Thus Mr. McLin's report:

"The want of uniformity in text-books is a matter that is causing serious trouble in almost every county in the State, and what the precise remedy is, it is difficult to determine. It is particularly embarrassing to the teachers, and their complaints, which reach this office through the county superintendents, are loud and persistent. Every child who presents himself at the door of the public school for admission, comes either without books, or with books furnished by the parents, who are guided in the selection of them by their own prejudice or opinion, or that of the bookseller. The consequence is a diversity of text-books in each school, almost as conspicuous as the diversity of faces, or the diversity of apparel, and it becomes a matter of the utmost difficulty for the teacher to organize his school in the face of such a heterogeneous collection of school books. This is one of the most serious drawbacks to the progress of education, and the question at once arises, how shall it be remedied? The propriety of the State adopting a series of text-books, the use of which should be enforced in the public schools, is becoming more and more questionable every day, particularly in those States distinguished for efficient school systems and educational advancement. For us to adopt a State series would, we think,

be supreme folly, because we are without the money necessary to put books into the hands of every child attending school, and only in this way could the adoption of a State series be secured. It is estimated that it would cost \$4 to provide each child with books, and with a total school attendance of 20,000, it would require an outlay of \$80,000. This is a financial impossibility, and even were it possible, the wisdom of adopting a uniform series would not be apparent. The matter, we think, should be left entirely with the county boards, and, with us, judicious action on the part of these boards, would secure uniformity to the extent, at least, of giving a oneness of character to the text-books used in each individual school, or the schools of each county. Uniformity of text-books in each school is an educational necessity. A variety of books is fatal to classification, and without classification successful instruction in ordinary schools is impossible. Let county boards determine upon a good series of text-books; let them then use whatever means they may determine on as the most efficient to make known to parents, children and teachers the fact that a certain series has been selected, and urge upon them the purchase of books belonging to the series, pointing out, if possible, at the same time, where they can be obtained. In this way most valuable service to the cause of education might be performed, and in a few years the long-endured and preposterous custom of allowing scholars to use any old or new book that might come into their hands, regardless of all the conditions of successful teaching, would be utterly extirpated. Of course, in doing so, county boards would have to exercise the greatest discretion. It is a matter of much importance—one involving too many interests to be passed upon without careful consideration. There should be no partiality for publishers and no favoritism for authors. When it is remembered that what we put in the schools will soon appear in the life of the nation; that as we impress the children, so we stamp the national character, the importance of making a proper choice will be at once apparent. But a short-time suffices to accomplish any revolution, the principles of which are thoroughly diffused throughout the public schools. In the beginning of the anti-slavery movement, the first agitators commenced by circulating incendiary documents, and other expedients to operate upon, and through the various organs of society as it then existed. The result was a speedy and almost disastrous reaction of public sentiment; but the more sagacious men, the men of profounder intuitions of statesmanship and policy, said: Put your doctrines into the public schools, leaven the school books with them, deal them out to the implicit faith of childhood, and in less than twenty years the anti-slavery movement had accomplished its work. It will be seen, therefore,

that this is a matter on which the future well-being of society is involved, and requires the exercise of the highest wisdom."

In other States the same difficulties have arisen, and various expedients have been devised and tested for their removal.

It must be remembered that in a sparsely settled State like ours, it is impossible, beyond a few towns and villages, for parents to obtain the necessary books for their children, at anything like reasonable rates. Consequently, many of our schools have been deficient in text-books, those employed being such, of all sorts, as could be picked up in the neighborhood. Frequently a number of children would have between them a few fugitive leaves of some old book whose only recommendation consisted in the fact that they contained printed words.

Again, it must be remembered that a large proportion of our school population is of the lately enfranchised race, whose zeal for the acquisition of knowledge is only equaled by their inability to purchase text-books. It was important, therefore, in settling upon a uniform series, to keep in view two features, viz: Economy as to price, and a reasonable limit as to the number of books comprising the series, combined with excellency and adaptation.

It was decided to adopt a uniform series throughout the State, and to make the County Boards, as far as recommendation and co-operation could do so, the distributors of the books to the children.

Through correspondence and personal interviews with publishers, the minimum scale of prices was readily obtained, on terms every way advantageous to the Boards and people, and creditable to the publishers.

The following list of text-books was accordingly furnished each Superintendent and Board, with an earnest recommendation to adopt the series with all practicable dispatch. The result has been most gratifying, and the future brightens more and more:

LIST OF TEXT-BOOKS.

PRIMARY.

The Independent Child's Speller.	The Independent Spelling Book.
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READERS—INDEPENDENT SERIES.

First Reader.	Fourth Reader.
Second Reader.	Fifth Reader.
Third Reader.	| Sixth Reader.

ARITHMETIC.

Davies' Primary.	| Davies' Elementary Algebra.
Davies' Intellectual.	| Davies' University Algebra.
Davies' Practical.	

GEOGRAPHY—MONTEITH'S COURSE.

First Lessons.	| Comprehensive.
Manual (for intermediate classes).	

NATURAL SCIENCE—STEELE'S FOURTEEN-WEEKS' SERIES.

Fourteen Weeks in Natural Philosophy.	tromony.
Fourteen Weeks in Chemistry.	Fourteen Weeks in Geology.
Fourteen Weeks in Descriptive As-	Fourteen Weeks in Physiology.

NOTE.—All the above-named books are published by A. S. BARNES & Co., John street, New York, to whom all orders should be addressed.

SUPPLEMENTAL—M'VICAR'S NATIONAL SPELLING BLANKS.

No. 1—Words.	| No. 3—Words, Definitions and Sentences.
No. 2—Words and Definitions.	

PUBLISHERS.—POTTER, AINSWORTH & Co., John street, New York, to whom all orders should be addressed.

GRAMMAR.

Kerl's First Lessons.	| Kerl's Common School.
	HISTORY.

Swinton's First Lessons.	| Swinton's Outlines of General History.
Swinton's Condensed United States.	

PENMANSHIP—SPENCERIAN SERIES.

Common School Series Nos. 1, 2, 3, 4, $4\frac{1}{2}$ and 5.

MUSIC—LOOMIS' FIRST STEPS.

No. 1.	| No. 3.
No. 2.	| No. 4.

Publishers of the above (viz, Grammar, History, Penmanship and Music).—IVISON, BLAKEMAN, TAYLOR & Co., Grand street, New York, to whom all orders should be addressed.

RHETORIC AND COMPOSITION.

Quackenbos'.

Publishers.—D. APPLETON & Co., to whom all orders for Quackenbos' Rhetoric should be sent.

NORMAL SCHOOL.

The need of a Normal School is painfully apparent. Teachers apt to teach is the desideratum. Such teachers are rare, especially with us, and there seems no help for it until we shall be able to establish a better proportion between the compensation and the labor of the school. We must raise up teachers from among our own people. To do this efficiently the normal school must be established. Teachers must be trained; they must be masters of method and of the art of discipline in order to succeed in their high vocation.

"It is preposterous to suppose that a great people can be created or sustained through the agency of poor schools, and an inadequate, faulty education. Only good schools, conducted by able teachers, can train up the successive generations of children to be wealthy citizens, the strength and glory of a free commonwealth. All experience shows that we cannot obtain a

supply of competent teachers unless we create special agencies for their preparation. If, therefore, we are to have State schools for the education of children, it is equally important that we should provide State schools for the preparation of their teachers."—*Phelps' Handbook*.

The Normal School system presents the feasible and efficient method. We are without such a school, but it is believed that the crying necessity will meet an appropriate response from an appreciative Legislature.

SCHOOL HOUSES.

The tabulated report will show partially what has been done in the way of providing suitable school buildings. Our school houses in the rural districts are fashioned after the rudest models — generally of logs or rough lumber with few conveniences.

In this respect, certainly, we are far behind our more thickly populated sister States, but the eagerness of our scattered communities to secure the benefits of the school has not reached the æsthetic in architecture. The thirst for knowledge is genuine, and the fountain whence it is dispensed is not despised because it may be devoid of convenient surroundings. The coming of the schoolmaster with mind and heart in the work is deemed of more importance than the building and beautifying of an academy for his reception where he may rule in state in accordance with the highest demands of modern civilization. This luxury will come in due course. We are in the pioneer line, and our instruments are rude.

He who ploughs and who sows
Is not missed by the reaper;

but —

He will still be remembered
By what he has done.

We have a few excellent school-houses. The Sears school-house in Key West is a model of its kind — large, well-ventilated, imposing and well furnished, and contains a strictly graded school.

The Duval School at Jacksonville is a substantial brick building with modern accessories.

The Stanton School in the same city is also admirably constructed, and will compare favorably with buildings of a similar grade in any State.

At Tallahassee a new building was erected this year, at a cost of over \$5,000.

It will accommodate two hundred and fifty pupils, and is intended for a graded school.

CENTENNIAL EXPOSITION.

The failure of the last Legislature to appropriate funds to enable the State to represent herself at the Centennial Exposition, rendered it impossible for this department to accept the invitation of the directors to make an exhibition.

TABULAR STATEMENT.

Your attention is respectfully called to the tabular exhibits herewith annexed, setting forth, from such data as I could procure the comparative progress of schools in the State since 1870, in all the counties, in addition to the tables showing their condition at the present time. Being the first attempt by the department at a systematic and particular report, it is submitted with full knowledge of many imperfections. The foundation thus laid may be of some service to my successor.

AGRICULTURAL COLLEGE.

Although not strictly within the record of this department, I deem it proper to present an account of the founding of the State Agricultural College, in conformity with the laws creating it. By the statute, the Superintendent of Public Instruction is made (by virtue of his office) President of said College and *ex officio* of the Board of Corporators or Trustees.

It is provided by the law establishing the College that Trustees shall make an annual report to the Superintendent of Public Instruction on or before the first day of October, to be by him printed with his report and laid before the Legislature at the beginning of each regular session. During this year the Board of Trustees lost one of its most efficient members and its Secretary by death, in the person of the Hon. J. S. Adams. The vacancy was but recently filled.

The names of the present corporators are:

Robert Meacham, John Varnum, (Treasurer) Peter Knowles, N. H. Moragne, Frederick Hill, Thomas W. Osborn, B. F. Oliveros.

At a meeting of the Board of Trustees helden at Tallahassee March 8, 1875, a committee was appointed, consisting of your Excellency, Gen. John Varnum and the Superintendent of Public Instruction, for the purpose of examining proposed locations for the College, with a request to report at as early a day as practicable to the board. On the first of May following, the report of the committee was presented to the board. The following communications were placed in the hands of the committee, being communications from Messrs. W. H. Gleason and W. R. Anno, which, in this place, may properly introduce the report.

MR. GLEASON'S LETTER.

TALLAHASSEE, Fla., April 10, 1875.

To the Honorable Trustees of the State Agricultural College:

GENTLEMEN: My attention has been attracted to a notice published by your board in the Tallahassee *Sentinel*, and other newspapers, requesting propositions from different localities desiring the location of the College, for contributions to aid in its construction.

I presume that it is your design to locate the College at the place offering the greatest pecuniary aid towards building the College, all other things being equal, and in accordance with the design of establishing a nursery of semi-tropical plants, as already adopted as the policy of your board, and made public. As Florida is the only State in the Union possessed of a semi-tropical climate, and the only one where a botanical experimental garden for the acclimatization of tropical plants can be successfully established, and the practical study of the products of the tropics can be entered into, it is of paramount importance that this College should be located at the most favorable place for such a garden, which is accessible, with a due regard to its healthfulness, and the beauty and picturesqueness of its immediate surroundings. My knowledge of the peninsula of Florida, which is the only portion of the State which is tropical or semi-tropical in its character, enables me perhaps to make some suggestions which will be of service to you in making a proper selection for the location of the College. The eastern coast of the peninsula of Florida is more agreeable in its temperature and less subject to frost, in the same parallel of latitude, than the western coast. For statistics upon that subject, I refer you to Blodgett's *Climatology of the United States*. According to it, thermometrical observations which were made at the different military posts, demonstrate that it is colder in winter at Fort Brooke, (Tampa,) upon the western coast, than at New Smyrna, on the eastern coast, although New Smyrna is some eighty miles north of Tampa. This is occasioned by the Gulf Stream, which flows along immediately in close proximity to the shore, from Cape Florida to Jupiter Inlet, thence in a north-easterly course or direction. The influence of the Gulf Stream upon the climate and the vegetable kingdom is very marked, and nowhere more so than along the southeastern coast of this State where the trade winds, which there prevail, from the east, before striking the mainland have passed over the warm waters of the Gulf Stream. The Gulf Stream, after passing through the Caribbean Sea, passes through the Gulf of Mexico close to Cape St. Antonio, the most western extremity of the Island of Cuba, thence through the straits of Florida, between Cuba and

the Florida reefs, at the rate of from five to six miles per hour, with a temperature of from seventy-nine to eighty degrees; it then spreads itself among the Bahama Islands, hugging the Florida coast as far north as Jupiter Inlet, and diverges in a northeasterly direction, passing the Bermuda Isles, which are situated off the coast of Virginia, giving those rocky islands and the Bahamas a semi-tropical verdure. The trade winds, which are constantly passing over the Gulf Stream, which stream is over 150 miles in breadth opposite of Cape Canaveral, are quite perceptible at times as far north as Port Orange, but the region of the trade winds properly extends only as far north as the twenty-eighth degree of latitude, which crosses the peninsula at Cape Canaveral. The air south of Cape Canaveral is soft and balmy, and vegetation assumes immediately a tropical character. The mangrove, mastic, gum-elim, cocoanut and other trees, natives of the tropics, are indigenous along the coast from Cape Canaveral southward; there are cocoanut trees that have sprung from the nuts which have washed ashore from vessels wrecked along the coast, which have planted themselves, and have grown to the height of forty feet, and are now bearing fruit. The cocoanut is very sensitive to the frost, and the cocoanut and the mangrove only flourish south of the frost line. In view of these facts, I think that Eau Gallie is the most eligible site for the College, all things taken into consideration. Biscayne Bay is more tropical, and the only objection to it is its inaccessibility. Eau Gallie is about forty miles south of Cape Canaveral, and is as far north as the College can be located and have the advantages of a semi-tropical climate. Here the lime, lemon, guava and sugar-apple grow to perfection. It is only six miles from Lake Washington, which is the head of steamboat navigation upon the St. Johns, and is the place where the Southern Inland Navigation and Improvement Company have located their canal connecting the St. Johns with Indian river.

Here, also, is good building material, consisting of a fine quality of coquina stone, easily worked, and buildings can be erected here cheaper than at any other place in the State; there is also plenty of limestone, which makes a good quality of lime. The Indian river at this place is two miles wide and the belt of land between it and the ocean is less than a mile in width; geographically, it is the centre of the peninsula, north and south, and is situated in township 27. In case you should determine to locate the College at Eau Gallie, I will donate to it lots numbered 2, 3, 5, 7, 9, 11, 13 and 15 in each of the following sections: 10, 11, 22, 23 and 32, in township 27, range 37, and section 6 and 7, in township 27, range 37, also 80 acres to be selected from lots 1, 2, northwest quarter of northwest quarter of section 11; as well as a park in the village plat of Eau Gallie,

fronting on the park for the college buildings, also all of village lots numbered 3 and 8 in each block of the village plat of Eau Gallie, situated on section 16, township 27, range 37, plats and maps of the same which are herewith submitted for your inspection, making in all 2,320 acres, in addition to village lots.

In case this proposition should be accepted by your board, the said proposition to be made a matter of record, and a copy of the same to be published in two newspapers in this State.

Upon the acceptance of this proposition by the board, I will enter into such contract as the board may desire, by which the location of the College, on the one hand, and the perfecting of the titles of these lands as above specified on the other hand, shall be made the mutual consideration.

Respectfully yours,

W. H. GLEASON.

MR. ANNO'S LETTER.

JACKSONVILLE, Fla., April 29, 1875.

To the Honorable Board of Trustees of the Florida Agricultural College:

I desire to propose to you as a donation for the benefit of the Agricultural College one thousand acres of land on Indian river, in Volusia county, from what is known as Joseph Delepine grant, which grant lies adjacent to and immediately south of Sand Point, *provided* you will locate the college buildings at a point anywhere on Indian river, between Sand Point and Elbow creek.

I have sold land there during the past winter, by the section, for five dollars per acre, and therefore consider this donation equal to a sum not less than five thousand dollars.

The lands I offer you are of the very best in this State for the growth of tropical and semi-tropical fruits, and if the object of this great institution is for the development of tropical fruit, any other location north or west of the Indian river region would certainly defeat the prime motive of the institution.

Respectfully submitted.

W. R. ANNO.

COMMITTEE'S REPORT.

To the Honorable Board of Trustees of the Agricultural College:

GENTLEMEN — The committee appointed by you at a meeting of your honorable board, held at Tallahassee, March 8, 1875, for the purpose of examining proposed locations for the Agricultural College in the State of Florida, begs to present the following report :

Your committee was put in possession of one proposition only, a proposition made to your honorable board by the Hon. W. H. Gleason, offering a location for the college, on conditions prescribed, at a point on the banks of Indian river, in the county of Brevard, known as Eau Gallie, situate and lying on the twenty-eighth parallel of latitude, about three miles distant from the Atlantic ocean; from Sand Point or Titusville, forty miles; from the headwaters of the St. Johns river at Lake Washington, six miles; and geographically near the centre of the State, north and south.

Your committee had to consider the purpose and specific objects of the proposed college, as well as facility of access and desired geographical position, as set forth by your honorable board in report made to the proper authorities in the following words, to wit:

Resolved, First. That the Florida Agricultural College shall, in general, as well as in all necessary particulars, specially aim to adapt its ministrations to the educational necessities of the practical working classes by the selection of such topics for thought and branches of study for instruction therein as will most directly and most certainly fit them for industrial pursuits, whether agricultural or mechanical, which the majority of such classes, whether from choice or necessity, will be apt to follow.

Second. It shall, in order to obtain this result, give special prominence and constant attention to arithmetic, algebra, surveying, geography, natural history, English language, natural philosophy, chemistry, geology, botany, and to other similar and kindred branches, which most particularly relate to, and most directly necessary in the successful prosecution of the mechanical and agricultural labors to which the industrial classes in this State habitually apply themselves, without excluding classical and other scientific branches that in the future may become desirable.

Third. It shall be a leading aim of the college at all times to aid in the development of physical strength and symmetry, and at the same time do its part in endeavoring to train its students in habits of due subordination to proper and rightful authority, so indispensable to republican citizenship, by placing the new college under regular and steady military discipline, while instruction in military art and tactics shall be imparted to all.

Fourth. It shall be the constant purpose of directors and instructors to adapt the college to its special purposes, and likewise to provide thorough economy in its management by regularly devoting a portion of the time of teachers and scholars to the regular and practical pursuit of agriculture, horticulture, and the mechanic arts, making it in fact, to some extent, a manual-labor school, and enable it thus, from the results of its

own labor, to contribute as largely as possible to its own support and maintenance.

Fifth. It shall also be a matter of special effort to adapt the college, in its agricultural and horticultural character, to the peculiar and unique semi-tropical character of the vegetable capacity of Florida, and thus inculcate among the people a strong and intelligent determination to avail themselves as fully as possible of the valuable climatic advantages of the State.

With the assistance and advice of the Commissioner of Agriculture, and with his co-operation, the directors shall establish an extensive nursery for the introduction and cultivation of those rare and precious tropical and semi-tropical plants and fruits that can in all the United States be only raised by open-air culture in Florida, and thus endeavor to furnish a valuable adjunct to the national department of agriculture.

It was represented to your committee that the location of the College at Eau Gallie was desirable for several reasons, a few of which may be properly presented in this report:

1. Its being located sufficiently far south, and in temperature semi-tropical, to meet the requirements set forth in your plan, and to warrant also the establishment of experimental farms, horticultural and botanical gardens, without fear of frost—thus securing a most important feature, and enabling the College, in the sense of a manual-labor school, to become largely, if not entirely, self-sustaining.

2. The salubrity of its climate, its proximity to the sea, and the centre, in the near prospect of a very large industrial population, its perfect healthfulness, together with the peculiar fitness of the soil for the kind of agriculture proposed, and desirable in connection with the scholastic and scientific departments of the College, were considerations suggested in favor of this selection.

3. The abundance of building material—the famous and admirable coquina rock—close at hand.

4. As to accessibility. The projected lines of communication which have because of rapid increase of population become a necessity, and which, it is believed, will be undertaken and completed within a short period of time, namely: A railway from Lake Harney to Sand Point, and a large canal from Lake Washington to Eau Gallie, thence down Indian river southward *via* Lake Worth to the waters of the Gulf of Mexico, were discussed before your committee.

These and kindred considerations occupied the thoughts of and were duly weighed by your committee in connection with a careful and thorough exploration of the country along the proposed routes of commerce, and at and adjacent to the proposed location for the College.

In general, therefore, your committee reports that the land,

at and above Eau Gallie and extending to the headwaters of the St. Johns river, is of a most excellent character and cannot possibly remain unoccupied a great length of time, especially if industry and capital shall combine in answer to a strong appeal of an increasing and thrifty population to open up such lines of communication as are projected.

Along Indian river the land is high, attractive, varied in quality, and easily subjected.

On approaching the St. Johns river the land is more level, and exceedingly rich—well calculated for the production of all kinds of vegetables, sugar cane, bananas, etc.; but requiring a system of drainage for the recovery of the best portions of it, which will be greatly facilitated and simplified by the proposed canal, the route of which has been already surveyed.

From citizens residing at and near Eau Gallie your committee obtained ample evidence of the healthfulness of the climate without intermission, while their orange groves and semi-tropical fruits and vegetables, sugar cane and corn, gave proof of the fertility, the capacity and the character of the soil.

The Eau Gallie or Elbow creek affords a safe and beautiful harbor for small crafts such as ply the waters of Indian river, and, with a little outlay of skill and money, could be made a convenient port for vessels of as heavy tonnage as can navigate the channel of the river.

The coquina rock already referred to as a valuable building material forms the base of that country, and attracted the attention of your committee. When quarried it is soft, so as to be easily cut with a sharp instrument, when exposed to the atmosphere soon hardens into the consistence of flint. When burnt it makes an excellent lime suitable for all building and plastering purposes, and is a very generous and cheap fertilizer of the soil.

Of its durability there can be no question—old fort, at St. Augustine, is a monument of its adaptability for building purposes—though the material of which that fort is built, being the same in character, is much coarser in fibre than the rock at Eau Gallie.

In short, your committee, without presuming to offer a recommendation, other than the simple statement herein contained, confining the statement to the consideration of the only proposition before it, and without prejudice to other portions of the State that might be thought to be well adapted to and available for the purposes herein described—declares with emphasis that for salubrity of climate, qualities of soil, geographical position, and picturesqueness of situation, Eau Gallie is pre-eminent; that, because of the rapid settlement of that country by persons of industrial habits, it must in the very nature of things become an important centre of population and influence; that, for the same

reasons, it is clear that the wealth of the capitalists seeking profitable investment, as well as the industry of the husbandman and the skill of the mechanic, must more and more, and with acceleration, make known that beautiful and productive country to the world; and that it is, therefore, well situated for great agricultural, horticultural and botanical operations in connection with a college, whose specialties, apart from high aims in the arts and sciences, must be adaption "to the peculiar and unique semi-tropical character of the vegetable capacity of Florida."

Very respectfully submitted,

W. WATKIN HICKS,
JOHN VARNUM, } Committee.

At the request of the Board of Trustees of the Agricultural College, I accompanied the committee, whose report I have read. I endorse what is therein said in regard to the climate and country described, leaving it to the wisdom of the Trustees to decide in what manner their trust should be executed.

M. L. STEARNS, Governor.

TALLAHASSEE, Fla., May 1, 1875.

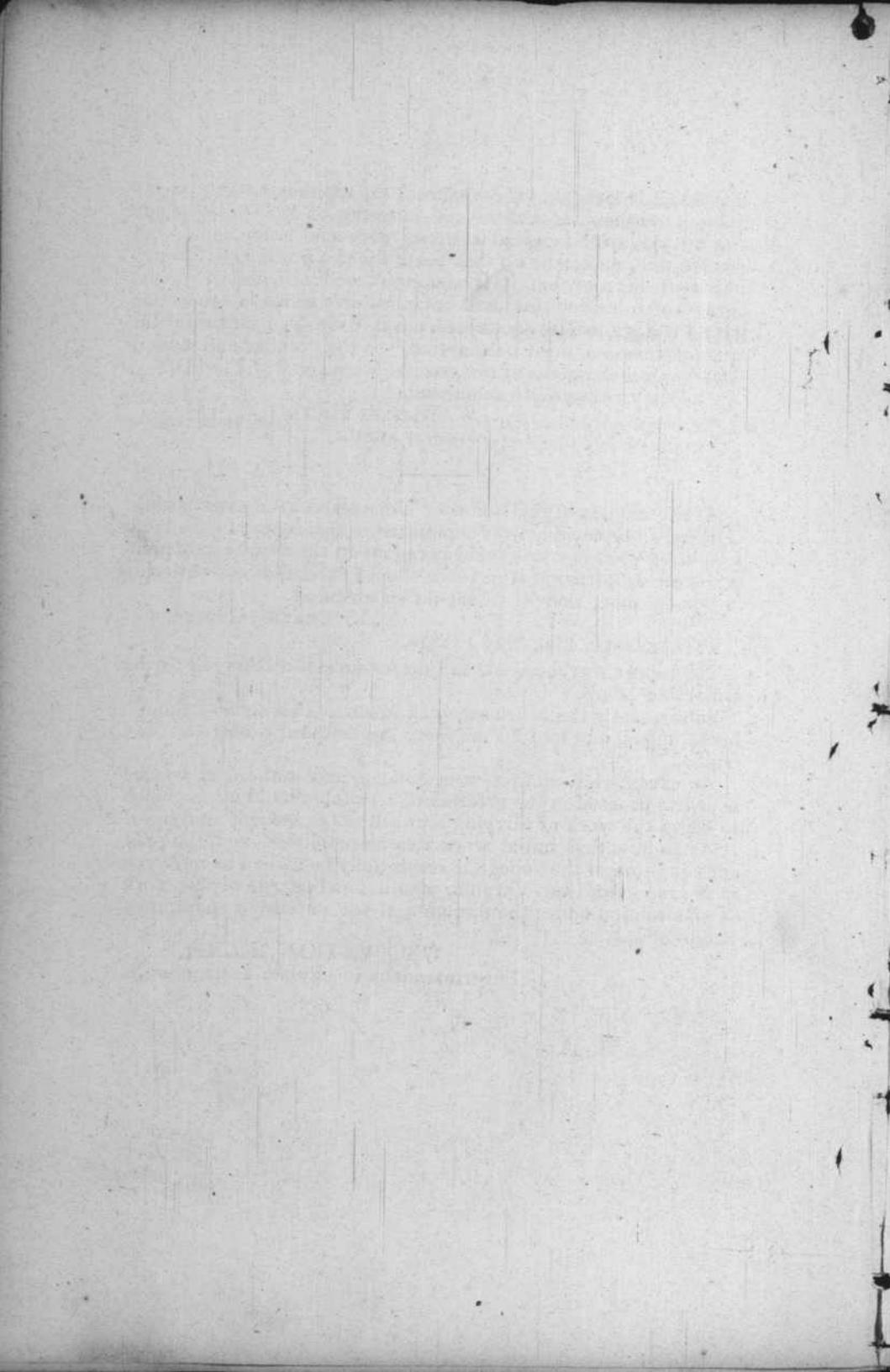
The report was received, and the committee discharged by the honorable board.

Subsequently the board accepted Messrs. Gleason and Anno's liberal offers, and located the State Agricultural College at Eau Gullie.

An executive committee was created, and authorized by the board to proceed in the erection of a suitable building in which to begin the work of carrying forward the beneficent design.

As to how that initial work was accomplished and the present condition of the college, I respectfully beg leave to refer you to the report of Gen. Varnum, who has had charge of the work of construction under the direction of the executive committee, hereto added.

WM. WATKIN HICKS,
Superintendent of Public Instruction.



REPORT
OF THE
TREASURER OF THE AGRICULTURAL COLLEGE.

TALLAHASSEE, FLA., December 31, 1876.

Hon. W. W. Hicks, Superintendent of Public Instruction, and ex-officio President of the Board of Trustees:

SIR: — At a meeting of the Executive Committee of the Board of Trustees, held at Jacksonville, May 8, 1875, the following resolutions were adopted:

Resolved, That immediate action in the preliminary work of the erection of the College is absolutely necessary for the preservation of the College funds.

Resolved, That Hon. John Varnum, as Treasurer of the College and as a practical mechanic, is the best and most economical superintendent of the work to be done, and will at once in that capacity secure the necessary rapidity, economy and efficiency of the work, and therefore, Hon. John Varnum is hereby chosen by the Executive Committee to be the General Superintendent and Overseer of the work.

Resolved, That Superintendent Varnum is requested, as soon as practicable, to proceed to Eau Gullie, and begin at once the preparatory work of clearing and laying out the land necessary for the erection of a building on the college land that will serve for the educational uses of the College, as soon as may be, and he is granted plenary authority from this committee to use such means at his command, and such measures as in his discretion may seem best in the shortest possible time and in the most economical manner will give shelter and accommodation to such scholars and teachers as may resort to the College, and in the exercise of such discretion, it is recommended to him that, if it is not deemed good to begin the erection of the main College, then that he erect somewhere upon the College lands wherever it can most economically be done, a substantial temporary building that will suffice for the necessary uses of the College at first, and when, in the course of time, the main College is erected, will be of service to it for future use.

And it is further recommended, that, so far as practicable, special attention be given also to the clearing of lands for the uses of the College itself for its own agricultural purposes, and

in such way as to enhance the value of the College lands, for the sale or rent of which in the main the funds necessary for the future support of the College must be derived.

In accordance with the above resolutions I began work at Eau Gallie in May, 1875, and after infinite discouragements finished the work proposed.

The College building at Eau Gallie was completed about December 1st. It is built of cut coquina stone, thirty-five by sixty-five feet, two stories high, and contains ten rooms and a hall. It is made fire-proof by stone partitions between all the rooms. The roof is covered with tin. The walls are plastered, and the woodwork painted and grained. A dormitory of two rooms, a tool-house and other out-buildings have been provided, and the town lot on which the buildings stand is surrounded by a picket fence. The building is, in my opinion, well adapted to the use for which it is designed, a temporary college edifice; and it will be of use for other purposes when the permanent buildings shall have been erected.

An avenue, nearly two miles long, and various cross-streets about the buildings have been opened, and are in good condition for travel. An avenue has also been opened from Indian over to Lake Washington, a distance of six miles. It passes through the College lands, greatly increasing their market value.

The College is provided with a fine pair of mules, double and single harnesses, a wagon, cart, light and heavy plows, wheelbarrows, a harrow, a great variety of farming and carpenter's tools; a kitchen stove and utensils, beds and bedding, tables, chairs and forms, a set of Fairbank's scales, a handsome, sloop-rigged yacht-boat, a skiff, etc., etc.

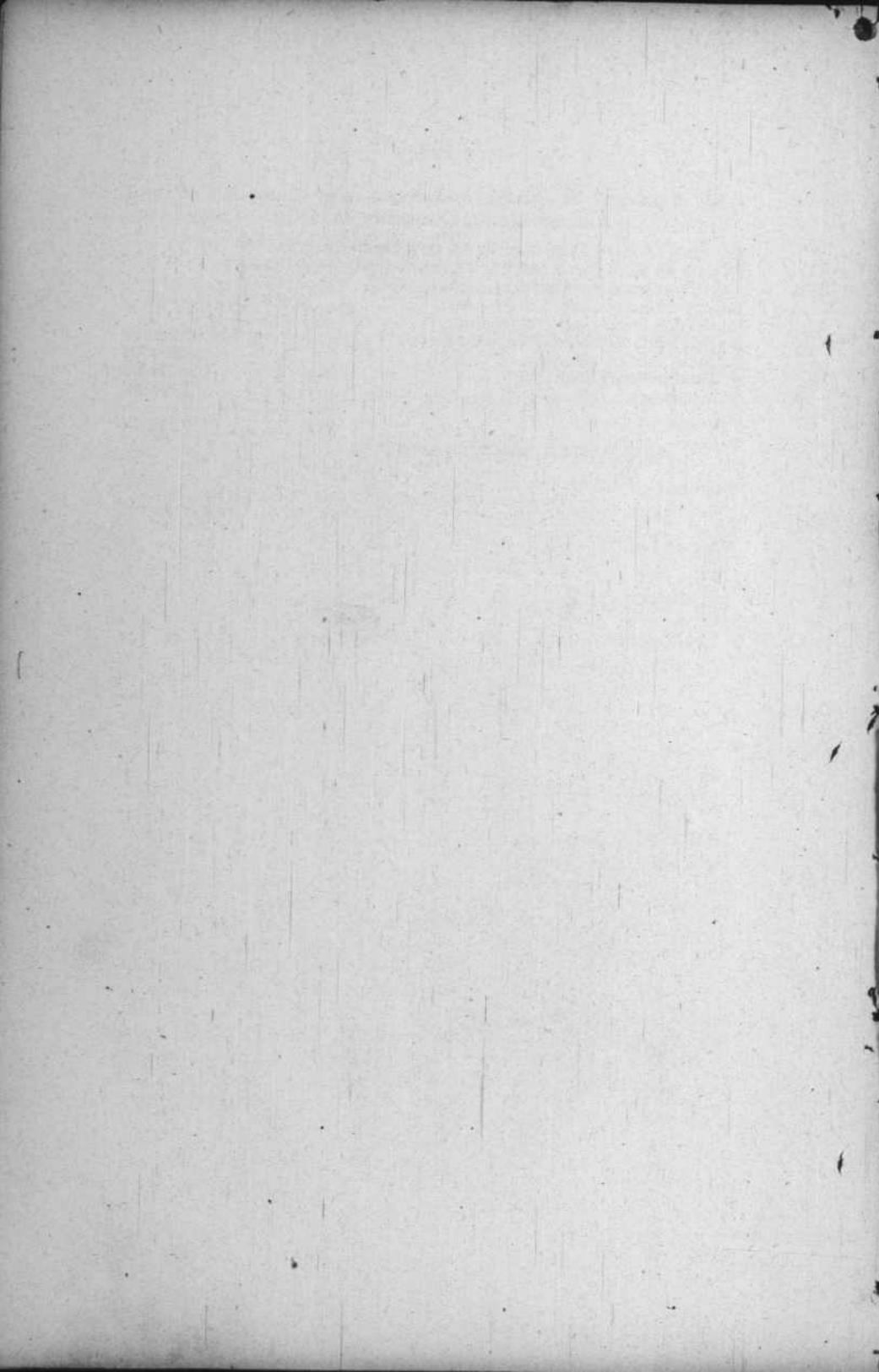
Lots numbered three and eight in the village plat of Eau Gallie, about one hundred in all, "College Place" and "College Park," containing six and eighteen acres respectively, and nearly three thousand acres outside of the town, have been conveyed to the College. These lands are now in saleable condition, and all, save necessary farm and orchard lands, parks, etc., should be placed on the market.

Professor Hill is now at work clearing and fencing the park, which he will plant with vines and fruit trees. It lies upon an eastern slope, touching the river, and is covered with a stately grove of palmetto, oaks and pines. "College Place" is opposite the park, and is destined as the site of the permanent college building.

JOHN VARNUM, *Treasurer*, in account with State Agricultural College Fund, December 30, 1876.

To bonds on hand December 21, '74 (last report)	\$100,000 00
To cash on hand December 21, '74 (last report),	152 80
Amount of loans outstanding, Dec. 21, 1874.	4,725 00
Interest on bonds since last report,	13,602 50
Interest on loans since last report,	776 45
By paid approved bills since last report,	\$2,354 27
By loans now outstanding,	16,500 00
By balance bonds on hand,	100,000 00
By balance cash on hand,	402 48
	\$119,256 75
All of which is respectfully submitted.	\$119,256 75

JOHN VARNUM,
Treasurer Florida State Agricultural College Fund.



APPENDIX.

1. List of County Superintendents, 1876.
2. Comparative Table of Progress from 1870 to 1875.
3. Table showing Revenues and Expenditures, &c., &c., 1874-1875.
4. Table showing number of Schools, average attendance, and grade of Scholarship, 1876.
5. Table showing length of Term, number of Teachers, Salaries and Certificates.
6. Table showing School Revenues, 1876.
7. Table showing School Expenditures, 1876.
8. Table showing School Property.
9. Report for Volusia County.

LIST OF COUNTY SUPERINTENDENTS OF PUBLIC INSTRUCTION, 1876.

Alachua—L. G. Dennis, post-office, Gainesville.
Baker—J. G. Long, post-office, Sanderson.
Bradford—W. W. Wills, post-office, Lake Butler.
Brevard—W. H. Sharpe, post-office, City Point.
Calhoun—Lawrence Baker, post-office, Abe Spring Bluff.
Clay—O. Buddington, post-office, Middleburg.
Columbia—A. A. Hoyte, post-office, Lake City.
Dade—E. T. Sturtevant, post-office, Biscayne.
Duval—John F. Rollins, post-office, Jacksonville.
Escambia—A. J. Packard, post-office, Pensacola.
Franklin—A. H. Low, post-office, Apalachicola.
Gadsden—Samuel Hamblen, post-office, Quincy.
Hamilton—R. J. Bevill, post-office, Jasper.
Hernando—J. M. Rhodes, post-office, Brooksville.
Hillsborough—W. F. White, post-office, Tampa.
Holmes—Whitmill Curry, post-office, Cerro Gordo.
Jackson—C. E. Harvey, post-office, Marianna.
Jefferson—Robert Meacham, post-office, Monticello.
Lafayette—J. A. Shiver, post-office, New Troy.
Leon—Joseph Bowes, post-office, Tallahassee.
Levy—W. B. Wimberly, post-office, Bronson.
Liberty—T. J. Gregory, post-office, Bristol.
Madison—B. F. Tidwell, post-office, Madison.
Manatee—A. A. Robinson, post-office, Manatee.
Marion—W. J. Tucker, post-office, Ocala.
Monroe—James W. Locke, post-office, Key West.
Nassau—Charles W. Lewis, post-office, Fernandina.
Orange—W. G. Roper, post-office, Orlando.
Putnam—Loren Webb, post-office, Palatka.
Polk—S. M. Sparkman, post-office, Bartow.
Santa Rosa—D. H. Golson, post-office, Milton.
St. Johns—C. O. Reynolds, post-office, St. Augustine.
Sumter—Arthur Fox, post-office, Leesburg.
Suwannee—George R. Thralls, post-office, Welborn.
Taylor—Joseph Sappington, post-office, Perry.
Volusia—George J. Alden, post-office, New Smyrna.
Wakulla—John S. Moring, post-office, Crawfordville.
Walton—A. J. Gillis, post-office, Eucheeana.
Washington—Thomas Hannah, post-office, Vernon.

COMPARATIVE TABLE Showing the Progress of School Operations
in the several Counties of the State, from the Year 1870 to 1875.

<i>Counties.</i>		<i>Years.</i>	<i>Number of Schools.</i>	<i>Total Number of Pupils.</i>	<i>Amount Expended for School Purposes.</i>	<i>Counties.</i>		<i>Years.</i>	<i>Number of Schools.</i>	<i>Total Number of Pupils.</i>	<i>Amount Expended for School Purposes.</i>
Alachua.....		1870	22	1,216	\$3,850	Duval...		1870	22	742	\$1,000
		1871	28	1,400	4,572			1871	5	742	.....
		1872	27	1,239	6,847			1872	25	.....	.....
		1873	36	1,953	7,298			1873	25	1,252	20,472
		1874	20	1,647	12,800			1874	.....	.....	.....
		1875	29	1,782	6,660			1875	.....	.....	.....
Baker.....		1870	.....	.....	.....	Escambia.....		1870	6	224	300
		1871	1	23	10			1871	6	224	.....
		1872	2	45	257			1872	16	563	4,111
		1873	2	75	253			1873	11	1,219	3,230
		1874	.....	.....	.....			1874	14	.....	4,263
		1875	6	150	.....			1875	15	577	7,000
Bradford.....		1870	14	140	350	Franklin.....		1870	5	106	.....
		1871	15	506	707			1871	2	200	.....
		1872	14	326	1,210			1872	2	200	.....
		1873	.....	.....	.....			1873	2	135	1,021
		1874	14	612	1,213			1874	2	209	1,171
		1875	13	508	1,251			1875	.....	.....	.....
Brevard.....		1870	.....	.....	.....	Gadsden.....		1870	16	641	2,000
		1871	.....	.....	.....			1871	6	225	2,048
		1872	.....	.....	.....			1872	30	1,116	6,083
		1873	.....	.....	.....			1873	30	1,151	6,585
		1874	.....	.....	.....			1874	30	1,133	5,622
		1875	.....	.....	.....			1875	35	1,487	5,983
Calhoun.....		1870	.....	.....	.....	Hamilton.....		1870	5	.....	.....
		1871	5	190	.....			1871	5	100	637
		1872	7	192	102			1872	24	679	1,788
		1873	8	.....	166			1873	23	664	1,018
		1874	.....	.....	.....			1874	23	588	2,032
		1875	.....	.....	.....			1875	.....	.....	.....
Clay.....		1870	10	266	1,355	Hernando.....		1870	.....	.....	.....
		1871	5	90	402			1871	7	237	495
		1872	6	168	544			1872	10	237	511
		1873	4	60	255			1873	16	.....	1,419
		1874	7	191	1,080			1874	17	475	1,425
		1875	.....	.....	.....			1875	22	564	1,995
Columbia.....		1870	9	524	405	Hillsborough, *...		1870	.....	.....	.....
		1871	12	286	1,577			1871	7	150	.....
		1872	39	823	.....			1872	14	436	1,125
		1873	25	1,231	2,910			1873	19	400	1,990
		1874	.....	.....	.....			1874	22	606	2,442
		1875	.....	.....	.....			1875	26	848	2,501
Dade.....		1870	.....	.....	.....	Holmes.....		1870	.....	.....	.....
		1871	.....	.....	.....			1871	.....	.....	.....
		1872	.....	.....	.....			1872	.....	.....	.....
		1873	.....	.....	.....			1873	.....	.....	.....
		1874	.....	.....	.....			1874	.....	.....	.....
		1875	.....	.....	.....			1875	10	228	.....

COMPARATIVE TABLE—Continued.

Counties.	Years.	Counties.		
		Number of Schools.	Total Number of Pupils.	Amount Expend'd for School Purposes.
Jackson.....	1870	10	900	\$1,115
	1871	18	1,100	2,864
	1872	20	1,200	7,447
	1873	30	3,800	1,001
	1874	34	5,036	29
Jefferson.....	1870	4	290	540
	1871	22	900	3,300
	1872	25	1,000	5,350
	1873	35	1,414	6,200
	1874	29	1,483	9,500
Lafayette.....	1870	.....	1,130	4,295
	1871	6	120	375
	1872	.....	.....	.....
	1873	.....	.....	.....
	1874	1	1	1
Leon.....	1875	15	228	1,028
	1870	25	1,520	7,985
	1871	31	1,489	5,368
	1872	35	1,449	11,767
	1873	43	1,490	9,085
	1874	41	1,399	9,275
Levy.....	1875	43	2,103	11,137
	1870	12	400	.....
	1871	12	400	.....
	1872	.....	.....	.....
	1873	21	478	2,959
	1874	.....	.....	.....
Liberty.....	1875	23	556	3,076
	1870	.....	.....	.....
	1871	2	27	199
	1872	.....	.....	.....
	1873	5	372	362
	1874	11	227	509
Madison.....	1875	.....	.....	.....
	1870	6	350	8,600
	1871	11	757	3,373
	1872	25	1,153	4,778
	1873	22	1,298	6,096
	1874	20	1,632	6,831
Manatee.....	1875	33	1,353	6,275
	1870	2	41	250
	1871	3	60	450
	1872	4	119	1,122
	1873	9	200	814
	1874	.....	.....	.....
	1875	17	300	1,442
Marion.....	1870	32	.....	.....
	1871	34	1,500	6,229
	1872	30	1,277	7,947
	1873	30	1,300	4,758
	1874	34	1,024	6,937
Monroe.....	1875	29	1,681	7,853
	1870	2	389	.....
	1871	2	488	2,000
	1872	11	448	5,677
	1873	10	586	5,678
	1874	4	634	12,542
Nassau.....	1875	5	641	10,559
	1870	7	400	2,800
	1871	7	400	.....
	1872	.....	.....	.....
	1873	10	342	1,741
Orange.....	1874	.....	.....	.....
	1875	.....	.....	.....
	1870	8	.....	.....
	1871	8	130	.....
	1872	.....	.....	.....
	1873	8	200	1,731
	1874	.....	.....	.....
Polk.....	1875	24	576	2,684
	1870	.....	.....	.....
	1871	9	252	307
	1872	.....	.....	.....
	1873	4	100	516
	1874	12	290	653
	1875	14	277	523
Putnam.....	1870	.....	.....	.....
	1871	8	300	759
	1872	12	332	1,325
	1873	12	352	2,074
	1874	19	616	3,367
	1875	17	636	3,904
Santa Rosa.....	1870	.....	.....	.....
	1871	2	75	.....
	1872	8	237	600
	1873	8	353	600
	1874	12	364	987
St. Johns.....	1875	.....	.....	.....
	1870	4	229	1,000
	1871	6	300	.....
	1872	9	350	4,244
	1873	10	337	4,183
	1874	11	498	3,801
	1875	10	414	5,609

COMPARATIVE TABLE—Continued.

Counties.	Years.	Number of Schools.			Counties.	Years.	Number of Schools.		
			Total Number of Pupils.	Amount Expend'd for School Purposes.				Total Number of Pupils.	Amount Expend'd for School Purposes.
Sumter.....	1870	8	117	\$9	Wakulla.....	1870	5	125	\$1,000
	1871	8	215	676		1871	7	258	1,262
	1872	7	203	750		1872	6	156	1,790
	1873	7	..	..		1873	..	250	..
	1874	..	..	..		1874	4	200	2,002
	1875	..	..	..		1875	10	336	1,272
Suwannee.....	1870	2	120	900	Walton.....	1870	14	560	..
	1871	2	91	1,340		1871	17	515	6,197
	1872	9	302	1,756		1872	..	..	..
	1873	21	803	2,381		1873	12	427	3,205
	1874	27	1,005	483		1874	19	607	945
	1875	23	802	1,518		1875	24	736	1,087
Taylor.....	1870	8	230	500	Washington.....	1870	3	53	..
	1871	10	275	700		1871	7	195	551
	1872	7	193	555		1872	7	195	593
	1873	9	176	498		1873	10	283	2,058
	1874	10	300	613		1874	15	350	1,041
	1875	11	166	453		1875	12	331	1,512
Volusia.....	1870	1	29	..	..	..	..	..	..
	1871	3	79	..		..	..	..	..
	1872	10	193	467		..	..	..	..
	1873	..	..	..		..	..	..	..
	1874	..	..	..		..	..	..	..
	1875	..	..	..		..	..	..	..

SA

total

244

8,595

TABLE NO. —

Exhibiting the number of schools, total attendance, assessed value of property, amount expended for school purposes, average cost of each pupil, &c., &c., &c., in each county for the scholastic year commencing October 1st, 1874, and ending September 30th, 1875.

<i>Counties.</i>	<i>Number of schools.</i>	<i>No. of children of school age.</i>	<i>Total school attendance.</i>	<i>Per cent. of children of school age attending school.</i>	<i>Assessed value of property of county.</i>	<i>Total amt' expended for school purposes.</i>	<i>Per cent. of assessed val. of prop. expended for educational purp.</i>	<i>Average cost of each pupil.</i>
Alachua.....	29	4,500	1,782	39.6	\$1,432,104	\$6,660	.004	\$3.74
Baker.....	..	584						
Bradford.....	13	1,395	508	36.48	807,124	1,251	.001	2.46
Brevard.....	..	83						
Calhoun.....	..	493						
Clay.....	..	543						
Columbia.....	..	3,300						
Dade.....	..	50						
Duval.....	..	5,662			4,164,260	23,975	.005	
Escambia.....	15	4,802	577	12.00	2,178,000	7,000	.003	12.13
Franklin.....	..	502						
Gadsden.....	35	3,880	2,487	.....	1,167,535	5,683	.004	3.82
Hamilton.....	..	1,373						
Hernando.....	22	1,020	564	55.29	361,592	1,995	.005	3.53
Hillsboro.....	26	1,357	848	62.49	526,899	2,501	.004	2.95
Holmes.....	..	688						
Jackson.....	34	3,000	1,001	33.36	1,143,610	5,036	.004	5.03
Jefferson.....	25	5,127	1,130	22.04	1,545,800	4,295	.002	3.80
Lafayette.....	15	800	228	28.5	160,564	1,028	.006	4.50
Leon.....	43	7,028	2,103	29.92	2,442,406	11,137	.004 $\frac{1}{2}$	5.29
Levy.....	23	703	556	79.08	716,972	3,076	.004	5.53
Liberty.....	..	980						
Madison.....	33	5,276	1,353	25.64	1,163,300	6,275	.005	4.64
Manatee.....	17	800	300	37.5	467,980	1,442	.003	4.80
Marion.....	29	5,080	1,681	33.08	1,176,337	7,853	.006	4.67
Muproe.....	4	2,170	649	29.81	1,545,335	10,559	.006	16.31
Nassau.....	..	1,767						
Orange.....	24	876	576	65.75	902,497	2,684	.002	4.65
Polk.....	14	720	277	38.47	310,343	523	.001	1.88
Putnam.....	17	1,459	636	43.59	847,175	3,904	.004	4.88
Santa Rosa.....	..	1,827						
St. Johns.....	10	986	414	41.98	799,428	5,699	.007	13.76
Sumter.....	..	1,263						
Suwannee.....	23	1,458	802	55.	606,935	1,518	.002	1.89
Taylor.....	11	522	166	31.80	121,111	452	.003	2.70
Volusia.....	..	421						
Wakulla.....	10	800	336	42.	300,364	1,272	.004	3.78
Walton.....	24	1,114	736	66.06	247,000	945	.003	1.25
Washington.....	12	1,020	331	32.45	173,152	1,512	.008	4.56

Table No. 1.

COUNTIES.	Number of schools,			Average Daily At-tendance	Number in Primary Department,			Number in Reading Classes,			Number in Writing Classes			Number in Arithme-tic.			Number in Geogra-phy.			Number in Gram-mar.			Number in History and Higher Grades.		
	Number of Pupils Enrolled:																								
Alachua	39	2309	1704		300	1695		1149		1400		346		315											
Baker																									
Bradford	13	493	317																						
Brevard																									
Calhoun																									
Clay	23	549	433		152	329	312	225		150	129	134													
Columbia																									
Dade																									
Duvnl.	39	2137	1711		202	1151	888	962	674	294	185														
Escambia	18	1060	690		166	1207	786	639	327	85	28														
Franklin	2	171	85½		8	131	97	138	112	97	7														
Gadsden	29	1595	1078		208	1052	736	622	305	215	176														
Hamilton																									
Herando	21	543	402		120	423	383	400	300	300	160														
Hillsborough	30	780	595 44-66		51	456	438	356	258	157	34														
Holmes	10		135		95	68	54	19	5																
Jackson	34	1001																							
Jefferson	26	1363	900																						
Lafayette	12	351	237		50	301	168	78	16	18															
Levy	23	556																							
Leon	51	2384	1804		357	1745	886	933	514	276	196														
Liberty																									
Madison	33	1762	1286																						
Manatee	10	300																							
Marion	44	2245	1509		164	1006	691	638	265	219	12														
Monroe	4	640																							
Nassau																									
Orange	30	585	464																						
Polk	19	365	284 1-6		18	357	321	274	152	91	10														
Putnam*	22	740	556																						
Santa Rosa																									
St. Johns	13	495	308		93	385	183	164	145	51	22														
Sumter	16	429	312		52	273	275	233	142	150	45														
Suwannee	27	900	650		60	507	436	374	145	135	310														
Taylor	14		218		21	134	130	103	21	19	15														
Volusia	21	892																							
Wakulla	10	381	229		17	122	75	68	35	16															
Walton	18	588	389		70	498	276	184	116	53	24														
Washington	15	429	334		41	388	245	238	163	208	65														

* County Superintendent failed to report grades of scholarship.

Table No. 2.

COUNTIES.	Average length of Term in Days.	NO. TEACHERS EMPLOYED.		SALARIES PER MONTH OF 28 DAYS.			CERTIFICATES.		
		Male.	Female.	Highest.	Lowest.	Average.	1st Class.	2d Class.	3d Class.
Alachua	83	34	12	\$100.00	\$15.00	\$39.33	3	8	36
Baker									
Bradford	62	10	3	30.00	14.00	22.50		4	9
Brevard									
Calhoun									
Clay	77 $\frac{1}{2}$	12	11	33.00	7.00	20.00	1	8	15
Columbia									
Dade									
Duval	94 $\frac{1}{2}$	20	36	125.00	40.00	47.00	2	4	50
Escambia	100	16	13	75.00	10.00	42.50	1	1	31
Franklin	110	2	2	50.00	30.00	42.50		3	1
Gadsden	66	26	9	80.00	15.00	34.38	1	23	11
Hamilton									
Hernando	66	16	5	120.00	60.00	85.00	2	4	15
Hillsborough	66	19	9	120.00	60.00	74.00		20	8
Holmes	66	9	1	120.00	21.00	55.00			10
Jackson									
Jefferson	90	26	6	80.00	20.00	34.59			
Lafayette	49 $\frac{1}{2}$	11	1	70.07	7.12	41.02	3	4	8
Levy									
Leon	108	30	16	75.00	20.00	34.80	13	15	19
Liberty									
Madison	77 $\frac{1}{2}$			60.00	15.00				
Manatee									
Marion	132	32	14	50.00	15.00				46
Monroe									
Nassau									
Orange	89	21	9	70.00	16.00	31.00	4	20	6
Polk	66	12	3	136.00	26.00	75.00		2	13
Putnam	55			80.00	21.66				
Santa Rosa									
St. Johns	122	6	7	100.00	20.00	35.00	3	3	5
Sumter	69	13	3	92.00	13.33	41.00	4	7	5
Suwannee	65	16	11	90.00	60.00	75.00	12	13	6
Taylor	63	12	2	114.88	48.92	83.46		1	13
Volusia									
Wakulla	73	7	3	40.00	16.67	25.00	2	3	7
Walton	61	13	5	36.00	4.00	20.00	0	6	12
Washington	63	12	1	20.00	10.00	15.00		2	11

Table No. 3.

Counties.	Assessed value of Property in County last assessment.	Amount of School Tax assessed 1876.	Amount of School Tax assessed 1876.	Amount received from County for the past year.	Amount of State Apportionment for 1876.	Amount of Private Contributions for 1876.	Amount from Penitentiary Fund, 1876.	Total.
Alachua.....				\$850.50				
Baker.....								
Bradford.....	\$846,076	\$ 646.07	\$ 646.08	\$ 648.00	263.65	\$ 40.00	\$ 951.65	
Brevard.....								
Calhoun.....								
Clay.....								
Columbia.....								
Dade.....								
Duval.....	4,316,000	22,158.65	215.80	17,937.53	1,070.10	360.00	10,377.93	
Escambia.....	2,094,965	6,620.90	6,294.90	7,080.00	907.57	50.00	8,037.57	
Franklin.....	228,921	1,072.31	1,114.79	1,017.54	94.42		114.96	
Gadsden.....	1,002,737	5,837.67	5,013.68	7,729.78	336.76	1,711.05	9,777.59	
Hamilton.....								
Hernando.....	356,959	2,141.74			192.78	630.00	2,856.55	
Hillsborough.....	607,349	2,429.39		1,735.84	691.15	801.00	3,928.02	
Holmes.....	90,252	108.07	102.08	105.21	140.03	856.96	1,092.20	
Jackson.....								
Jefferson.....	1,545,809			4,802.79	969.00		5,771.79	
Lafayette.....	191,280	\$10.74		243.32	151.20		394.52	
Levy.....								
Leon.....	1,931,434	11,731.70	9,659.04	8,537.49	1,328.29	290.00		
Liberty.....								
Madison.....	1,113,070	6,054.61	5,565.64		997.16			
Manatee.....								
Marion.....	1,176,300	7,058.15	7,272.00	6,177.00	960.12		7,866.09	
Monroe.....								
Nassau.....								
Orange.....	1,027,078	5,414.99	5,135.39	5,341.22	165.26	100.00	5,607.23	
Polk.....	310,343	1,241.87	1,268.00	468.00			1,131.06	
Putnam.....	911,975	3,395.49	3,655.09	2,752.23	275.75	25.00	3,120.06	
Santa Rosa.....								
St. Johns.....	3,022,000	4,093.60	5,587.87	329.45	\$14.36	*\$6,110.00	\$500	5,443.81
Sumter.....	451,732	449.37		600.00	238.76	896.00		2,134.70
Suwannee.....	646,090	2,983.02	4,002.24	971.37	282.07			1,283.44
Taylor.....	111,070	665.00		462.94	214.17	760.48		1,437.59
Volusia.....								
Wakulla.....	304,015	303.65	299.39	313.96	151.20			1,352.68
Walton.....	250,946	741.00	752.54	771.03	210.50	499.00		
Washington.....	168,526	173.55	169.13	172.54	291.92	667.45		

* In the Superintendent's report.

Table No. 4.

118 1875 1876

SCHOOL EXPENDITURES.	\$ For sites Buildings, Furniture and Apparatus.	Teachers' salaries.	Salaries and expenses of Superintendent.	Compensation of Treasurer.	\$ Contingent Expenses Rent, etc.	Total Expenditures.	Balance on hand October 1, 1876.
Alachua.....	\$ 145.00				\$ 23.00		
Baker.....							
Bradford.....		\$ 722.73	\$ 168.75	\$ 33.33	\$ 86.00	\$ 1,010.81	\$ 376.07
Brevard.....							
Calhoun.....							
Clay.....		2,193.00	520.00	20.00			
Columbia.....							
Dade.....							
Duval.....	2,848.23	12,500.24	1,027.50	407.94	1,054.26	18,196.92	918.69
Escambia.....	1,221.90	5,516.00	661.80	399.38	189.90	7,988.98	413.83
Franklin.....	430.96	850.00	69.10	68.49	15.00	1,002.50	
Gadsden.....	17.61	3,610.00	500.00	200.90	44.64	4,373.35	
Hamilton.....							
Hernando.....		1,785.00	250.00	40.00		2,075.00	677.15
Hillsborough.....		2,220.00	125.00				
Holmes.....	75.00	557.69	40.00	6.25		603.93	
Jackson.....							
Jefferson.....	229.50	3,692.50	650.00	400.00		4,972.00	799.79
Lafayette.....		741.16	150.00	25.30	125.00	771.46	
Levy.....							
Leon.....	8,944.88	9,407.25		300.00	487.85		
Liberty.....							
Madison.....	443.70	4,500.50	600.00	343.10	67.80	5,955.12	
Manatee.....							
Marion.....		6,213.24					
Monroe.....							
Nassau.....							
Orange.....		4,045.10	379.00	114.00	248.50	4,586.60	11.57
Polk.....	35.00	1,095.26	100.00	40.00		1,240.26	362.68
Putnam.....		2,410.34	25.00	a250.00	55.50	2,740.89	612.09
Santa Rosa.....							
St. Johns.....	114.67	5,280.00	450.00	75.00	50.00	5,944.67	144.62
Sumter.....	125.00	1,070.00	150.00	60.00	150.00	1,555.00	
Suwannee.....		1,910.60	320.78	174.95		2,406.33	
Taylor.....	8.00	1,168.59	80.69	20.97	15.24	1,293.45	144.14
Volusia.....	*						
Wakulla.....		725.00	180.00	45.00			
Walton.....		756.00	150.00	25.00	5.00	986.00	41.26
Washington.....		1,358.17	150.00	40.00		1,548.17	1,393.30

* See County Superintendent's report.

a Covering several years.

Table No. 5.

TOTAL SCHOOL PROPERTY	Number of School Houses.	Number of Houses Erected During the Year.	Probable Value.	Number of grants for School Sites.	Probable Value.	Total value School Prop- erty.	Acres of Unsold School Property in Coun- ty.
Alachua							
Baker.....	No report.						
Bradford	16	4		1	\$50	\$550	
Brevard	No report.						
Calhoun.....	No report.						
Clay.....	20	1			25	425	
Columbia							
Dade	No schools	in this Co.					
Duval	28	6				43,000	
Escambia	21	7		1	50	7,050	
Franklin	1			1	10	400	
Gadsden.....	31					5,850	1,027
Hamilton	No report.						
Hernando	27	6					
Hillsborough	30					1,000	
Holmes.....	9	3				250	
Jackson.....	No report.						
Jefferson.....	No report.					5,525	
Lafayette	21	2					
Levy	No report.						
Leon	51	1	\$8,323.08			11,000	
Liberty.....	No report.						
Madison	No report.						
Manatee	No report.						
Marion.....	44	1					
Monroe.....							
Nassau							
Orange	44	9					
Polk.....	19	1				1,450	
Putnam	No report.						
Santa Rosa	No report.						
St. Johns	16	4		4	20	8,000	
Sumter	16	3				1,600	
Suwannee*....	*						
Taylor							
Volusia	See County	Supt.'s report					
Wakulla	12	1					
Walton.....	21	2					
Washington	11	2				1,400	
						750	

* No school houses. Schools taught in private buildings or churches.